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ABSTRACT

As the final part of a three-part evaluation of Colorado Outward Bound summer programs, a control group and an experimental group were evaluated on the four outcome variables of self-esteem, self-awareness, self-assertion, and acceptance of others, and on school achievement the following year. Participants consisted of 34 paying students and 31 students on scholarship: there were 25 girls and 40 boys. All were randomly assigned to experimental and control groups for the 21 day Outward Bound course. The experimental group completed the Inventory on the final day of the course; the control group received the Inventory by mail at about the same time. For both groups, school achievement data were collected from high school counselors. That data consisted of the students' grade point average two semesters following the course, the number of extra-curricular activities participated in, leadership positions held, disciplinary actions, plans to attend college, absences, ability to get along with others, self-confidence, adjustment, and tolerance for others. Results of this study did not confirm results of the earlier study. There were no significant differences between experimental and control groups on self-esteem, self-awareness, or self-assertion. There was a significant negative effect on acceptance of others. Neither sex nor paying status had a significant relationship with the outcome variables. The student achievement measures demonstrated no effects due to the program. (CM)

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FINAL REPORT: EXPERIMENTAL STUDY OF THE EFFECTS OF OUTWARD BOUND

Mary Lee Smith

1976

Bureau of Educational Field Services

SCHOOL OF EDUCATION
UNIVERSITY OF COLORADO
BOULDER, COLORADO

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BACKGROUND

The final part of a three-part evaluation of Outward Bound is described in this report. The Bureau of Educational Field Services, University of Colorado was commissioned by the Colorado Outward Bound School to design an evaluation of their summer programs. The suggested evaluation plan (Smith, Gabriel, and Anderson, 1973) included three parts: an experimental design to test the effects of Outward Bound on variables related to program goals, a quasi-experimental time-series design using the same outcome variables, and a case study or participant observation. The time schedule delayed the implementation of the experimental study. The other parts of the evaluation were conducted in 1974 (Smith, Gabriel, Schott, and Padia, 1975).

The rationale underlying this evaluation is that the Outward Bound experience effects a change in certain characteristics of the participants. This rationale was elaborated in the earlier evaluation reports and in the literature of the organization. Briefly, it is believed that the Outward Bound experience will be translated into changes in the participants' attitudes toward themselves and others. The participant will become more aware of his capabilities and limitations, will expand his capabilities, will more readily assert himself against challenges from the environment, become more self-reliant and better able to deal with other people. There is further contention that enhancement of these psychological characteristics has secondary effects on the achievements of participants. That is, the student or worker will do better in school, or on the job, assume positions of leadership and demonstrate positive adjustment.

The Inventory of Outward Bound Effects (see Appendix) was developed for use in the evaluation studies. Four outcome variables were tested with this inventory; self-esteem, self-awareness, self-assertion, and acceptance of others. Their definitions are as follows:

> Self-esteem. A person high on this scale will endorse statements which indicate his valuing of himself, his perceptions of himself as neither vastly superior nor inferior to others, his acceptance of his body, his mental abilities, and his ability to relate to others. He will not endorse self-deprecating comments, nor will he report fears of judgment by others.
>
> Self-awareness. A person scoring high on this scale engages in self-examination and analysis and is aware of his emotions, abilities, potential, and limitations.
>
> Self-assertion. A person scoring high on this scale will be active rather than passive, will assume leadership and responsibility instead of avoiding them, will confront rather than avoid fearful or challenging situations.
>
> Acceptance of others. The person who scores high on this scale shows compassion for others, acceptance of others regardless of their weaknesses, willingness to assist less able people, and willingness to take responsibility for others when it is necessary.

The development of the Inventory and results of the pilot testing were described in the earlier report (Smith, et al., 1973).

The Inventory was used as the outcome measure for the study of Outward Bound using a time-series design (Smith, et al., 1975). All registrants for the summer courses were randomly divided into groups. Group membership determined the time each participant received a copy of the Inventory in the mail (at time intervals varying between two months before the course, to two months after). A data series was created according to the time the participant completed the Inventory. Analysis of the movement of the series over a six month period showed the effect of Outward Bound on the variables measured. The hypothesis, that the participants measured after the Outward Bound course would have higher scores than those who were measured before

the course, was tested. The results provided strong evidence of the effect of Outward Bound on self-assertion and partial evidence of the effect of Outward Bound on self-esteem. Later reanalysis of the data revealed partial evidence of the effect of Outward Bound on self-awareness and acceptance of others (Padia and Smith, 1976).

METHODS OF EXPERIMENTAL STUDY

A true experimental design was implemented, as the most rigorous test of program effects. The four measures embedded in the Inventory of Outward Bound Effects were used. Grade point average, participation in extra-curricular activities, leadership positions, disciplinary involvement, plans for college, attendance, absenteeism, and four ratings of school adjustment were used as indications of the participants' achievement in the school year following the Outward Bound experiment.

Design of a true experiment required that a pool of eligible candidates be formed, and experimental and control groups constituted in such a way that each member of the pool had an equal chance of assignment to the experimental group. This imposed three conditions. First, at a chosen date in the Spring, there had to be more applicants for the Outward Bound course than there were vacant positions. Second, the Colorado Outward Bound organization had to be willing to hold a sufficient number of positions from its regular Summer enrollment for use by the participants in this study. Third, it was necessary for the organization to assure those people who participated in the study but were assigned to the conrol group that they would receive first priority in course positions during the following year. These conditions were satisfied. The pool of eligible candidates was constituted and assignments made to the groups. Members of the pool were stratified according to sex and pay status; i.e., whether they paid their own tuition or were awarded scholarships to the program.

The pool of persons who agreed to participate in the study and signed consent and information release forms consisted of thirty-four in the group paying and thirty-one in the scholarship group. Twenty-five were girls and forty were boys. Random assignments were made to experimental and control groups. Two members of the experimental group cancelled out of the Outward Bound course. One member of the control group failed to return any data.

The experimental treatment was the twenty-one day Outward Bound course, extensively described in other sources. The experimental subjects were assigned to one of five patrol leaders during courses in July and August. Experimental subjects were integrated into patrols with non-subjects. Later data analysis revealed no differences attributed to patrol and group leader differences. The group leaders completed the Outward Bound Process Inventory (see Appendix) during the first and last few days of the course to assess differences in group process within the patrols.

The experimental group completed the Inventory on the final day of the Outward Bound course. The members of the control group received the Inventory in the mail at about the same time. They were paid $10.00 for their participation and promised first priority on positions in the course the following year. For both experimental and control group subjects, school achievement data were collected from counselors at the high schools attended by the participants in the subsequent year.* The instruments are appended.

RESULTS

The results of analyses of variance on the four Inventory variables failed to confirm the results of the earlier study. There were no significant

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* The work of Karl White to organize and operate the collection of data is gratefully acknowledged.

differences between experimental and control groups on self-esteem, self-awareness, or self-assertion. There was a significant, but negative, effect on acceptance of others, with the control group mean higher than the experimental group mean. Neither sex nor paying status bore a significant relationship with the outcome variables. There was a significant interaction between sex and paying status on self-esteem, self-awareness, and acceptance of others, but this interaction was unrelated to the program (scholarship students and females tended to have lower scores). There was a significant three-way interaction on self-awareness, with scholarship girls in the experimental group having lower scores than the other groups. Table 1 contains the results of these analyses. Table 2 contains the means for the main effects on the Inventory variables.

The student achievement measures demonstrated no effects due to Outward Bound. These variables were the students' grade point average two semesters following the course, the number of extra-curricular activities participated in, leadership positions held, disciplinary actions, plans to go to college, absences, and rated ability to get along with others, self-confidence, adjustment, and tolerance for other people. These data were all provided by high school counselors. Analysis of covariance was used to determine whether experimental-control group differences existed after differences in the previous year's grade point averages were adjusted. Table 3 provides the results of the analyses of covariance on the ten variables. The number of significant differences ($p \leq .05$) failed to exceed chance expectations.

Analysis of the Outward Bound Process Inventory consisted of pre- to post-treatment differences analyzed within each group that used it. The results of dependent group t-tests revealed no significant differences on the Process Inventory.

Table 1

Analysis of Variance
on Inventory Variables (n=62)

	Mean Square							
Variables	Treatment Group (A)	Pay Status (B)	Sex (C)	AxB	AxC	BxC	AxBxC	Error
Self-Esteem	11.38	46.28	20.06	1.82	11.99	99.77	.29	49.19
Self-Awareness	.32	2.39	2.95	.00	2.61	5.62	6.11	2.58
Self-Assertion	10.21	.00	14.51	1.69	43.34	41.32	2.81	25.64
Acceptance of Others	86.07	3.98	2.54	9.69	10.15	6.11	8.23	17.73

Table 2

Means for Main Effects
on Inventory Variables

	Experimental	Control	Paid	Scholarship	Male	Female
Self-Esteem	51.59	52.45	52.86	51.13	52.49	51.31
Self-Awareness	17.84	17.99	18.10	17.71	18.09	16.64
Self-Assertion	52.55	53.56	53.08	53.08	52.71	53.71
Acceptance of Others	28.68*	31.05	29.70	30.21	29.78	30.20

* $p < .05$

Table 3

Analysis of Covariance
on School Achievement (n=59)

Variables	Mean Square							
	Treatment Group (A)	Pay Status (B)	Sex (C)	AxB	AxC	BxC	AxBxC	Error
Grade Point Average	.81	.82	.79	.47	.34	1.11	.00	1.09
Extra-curricular Activities	4.28	.59	3.52	2.48	14.70	1.99	.84	4.25
Leadership	1.37	.26	1.25	2.18	2.34	.19	.42	1.14
Discipline	.45	.15	.19	.09	.23	.06	.05	.19
College Plans	.27	.25	.37	.01	1.04	.22	.01	.34
Absences	65.25	.91	.08	278.20*	132.13	6.12	90.65	70.82
Social Relationships	.81	.58	.02	2.60	2.50	1.45	2.29	1.43
Self-confidence	.44	.32	4.93	10.67*	1.14	.75	.09	2.48
Adjustment	.16	.04	.41	8.75*	.99	.64	.01	1.93
Tolerance of Others	1.99	.77	.04	.77	2.42	.46	.19	1.56

* F test $p < .05$

Table 4

Means for Main Effects
on School Achievement

	Experimental	Control	Paid	Scholarship	Male	Female
Grade Point Average	2.29	2.59	2.58	2.30	2.15	2.91
Extracurricular Activities	2.43	1.94	2.48	1.82	1.81	2.74
Leadership	.64	.35	.48	.50	.33	.74
Discipline	.18	.00	.13	.04	.14	.00
College Plans	1.11	.97	.94	1.14	1.00	1.09
Absences	9.39	7.19	7.71	8.82	8.58	7.70
Social Relationships	1.93	1.68	1.61	2.00	1.89	1.65
Self-Confidence	2.29	2.10	2.03	2.36	2.50	1.70
Adjustment	2.00	2.07	2.22	1.74	2.22	1.74
Tolerance for Others	1.64	2.00	1.65	2.04	1.86	1.78

CONCLUSIONS

Considering the experimental study by itself, the conclusions are reasonably straight-forward: that the Outward Bound course has no effect on the participants' self-esteem, self-awareness, self-assertion, or school achievement and negative effect on their acceptance of others.

Considering the experimental study and the time-series study together, the conclusions are equivocal. The time-series study produced evidence which is pre-experimental but persuasive. The possible reasons for the conflicting results are presented below. They should be discussed but cannot be resolved.

1. Insufficient power in the experimental study produced Type II errors -- failing to find true effects. Although the time-series design had more power to detect effects than the experimental design, even the direction of the means was not as predicted. In the experimental study the means for the control group exceeded (but not significantly so) the means for the experimental group.

2. The time-series design produced Type I errors -- finding effects where none existed. Regardless of the significance of the mean differences, the Outward Bound course did produce a two standard deviation mean difference in self-assertion and a one standard deviation mean difference on self-esteem. This difference between before and after the course is large enough to be convincing.

3. The effectiveness of the course changed over a one-year period. This possibility can be evaluated only by staff within the organization. However, the objectives and procedures appear to the observer to be fairly uniform and stable.

4. Differences can be accounted for by the differences in data collection. The subjects in the time-series study who completed the Inventory after they took part in the course did so at home, no sooner than two weeks after they returned home. The experimental subjects completed the Inventory on the last day of the course. Any incubation effects would have been felt in the time-series study but lost in the other one.

5. Mortality positively biased the time-series study. Only four persons dropped out of the experimental study, but 23 percent of the time-series subjects failed to return the Inventory. If the drop-outs were those with the lowest scores, the differences in the results of the two studies would be explained.

6. There were population differences between the two years participants. Summary statistics reveal striking differences between the two groups (Table 5). The relevant comparisons are between the base-rates for the two studies -- the pre-test means and the control group means. The differences may have resulted from the selectivity of the sample in the experimental study. Groups that tend to have somewhat lower Inventory scores (scholarship recipients and females) were overrepresented in the experimental study, compared to the normal summer program and may have affected the results of that study.

The reactivity of the experiment may also have produced the differences in results. That is, knowledge by the subjects and group leaders that they were taking part in an experiment may have influenced their susceptibility to the treatment. The subjects in the time-series study were typical participants and had no special treatment other than merely filling out the questionnaire.

Both of the latter explanations refer to the external validity of the study; that is, how far the effects of a study can be generalized to other types of subjects, in similar treatment situations, at other times. The

final arguement is the most persuasive. Unfortunately, an empirical answer to the problem is impossible with the present data base.

Table 5

Means for the Time-Series and Experimental Study Groups

	Time-Series Pre-Test	Time-Series Post-Test	Experimental Group	Control Group
Self-Esteem	53.36	55.44	51.59	52.45
Self-Awareness	21.91	22.91	17.84	17.99
Self-Assertion	57.86	59.67	52.55	53.56
Acceptance of Others	31.62	32.22	28.68	31.05

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APPENDIX

August 12, 1975

Dear

As you know, for the past three years the University of Colorado, in cooperation with the Colorado Outward Bound School, has been conducting an evaluation of the Outward Bound experience. Although you were unable to participate in an Outward Bound course this year because of space limitations, your participation in this experimental study as a part of the control gourp has assured you a spot in next year's course if you complete the necessary forms, etc. which will be sent to you later.

Your participation in this experimental research will include the following:

1) Completing the enclosed questionnaire and returning it within one week;

2) Giving us permission to use your school records as data in the study (this will include information from '74-'75 and '75-'76 on GPA, extra-curricular activities, disciplinary action, absenteeism, etc.). Forms were sent to you earlier for the purpose of your granting this permission. If another set of forms is included in this letter, it means we have not yet received those forms from you. PLEASE COMPLETE THESE FORMS AND RETURN THEM WITH YOUR QUESTIONNAIRE;

3) You will be paid a sum of $10.00 for your participation in the study after we receive the above information.

The questionnaire which we would like you to complete as soon as possible is enclosed. For each question circle the response which most accurately describes your feelings. There are no right or wrong answers. Please be as honest and candid about your experience as possible and do not leave any questions blank. If you feel that a question does not apply to you, write your reason in the margin. We appreciate your help in conducting this research study and want to assure you that the results will be weighed heavily in future decisions about the program.

In order to keep the results of this questionnaire confidential, please remove this cover letter before returning your questionnaire. You will notice a number on the upper right hand corner of the first page of your

questionnaire. This number will be used to match the responses from this questionnaire with other information of yours which we have or will be collecting. Your individual responses will be kept confidential from the staff of Outward Bound and this number will only be used by the research analyst in matching data for different statistical techniques.

When you complete the questionnaire, put it (and the permission forms if you have been sent another copy) in the enclosed stamped envelope and mail it as soon as possible. Again, we appreciate your help.

Sincerely,

Karl R. White
Laboratory of Educational Research
University of Colorado

PART ONE:

Please respond to each statement in the following way:

SA — Draw a circle around SA if you strongly agree with the statement, if it is a very true picture of yourself.

A — Draw a circle around A if you agree with the statement, if it is mostly true of yourself.

N — Draw a circle around N if you have no opinion about the statement or if it is neither true nor untrue of yourself.

D — Draw a circle around D if you disagree with the statement or if it is usually untrue of yourself.

SD — Draw a circle around SD if you strongly disagree with the statement or if it is a very untrue picture of yourself.

Remember that the correct answer is the one that best applies to you.

1. I know what I can do and what I can't do. ..... SA A N D SD

2. I feel a person is better off when he takes responsibility for himself. ..... SA A N D SD

3. What other people think of me does not affect the way I feel about myself. ..... SA A N D SD

4. When I meet someone new I automatically trust him. ..... SA A N D SD

5. I can recognize when some task is beyond my abilities. ..... SA A N D SD

6. I don't think I make friends as easily as I should. ..... SA A N D SD

7. I need somebody else to push me through on things. ..... SA A N D SD

8. I'm easily irritated by people who argue with me. ..... SA A N D SD

9. Most of my feelings and motives are a mystery to me. ..... SA A N D SD

10. I feel that I'm on the same level as other people and that helps establish good relations with them. ..... SA A N D SD

11. I live largely by other peoples values and standards. ..... SA A N D SD

12. What other people think of my ideas affects the way I feel toward them. ..... SA A N D SD

13. I now have a pretty clear idea about where I'm going and what I want out of life. ..... SA A N D SD

14. I don't question my worth as a person, even if I think others do. ..... SA A N D SD

15. I usually sit back and wait for things to happen to me, or for the other person to make the first move. ..... SA A N D SD

16. I find it's difficult to be friendly with people who have different backgrounds from mine. ..... SA A N D SD

17. If I had to, I could list most of my weaknesses and strengths. ..... SA A N D SD

18. I would change my personality if I could. ..... SA A N D SD

19. I am really confident when I'm doing something I know how to do. ..... SA A N D SD

20. I can't work well with someone I don't like. .. SA A N D SD

21. My fears of failing stop me from doing many things. ..... SA A N D SD

22. I don't worry or condemn myself if other people pass judgment on me. ..... SA A N D SD

23. My feelings toward another person do not depend on his feelings toward me. ..... SA A N D SD

24. When I run into a new challenge, I know my abilities well enough to know whether I can handle it. ..... SA A N D SD

25. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me. ..... SA A N D SL

26. I feel confident that I can do something about the problems that arise in the future. ..... SA A N D SD

27. I trust the ability of most people to make their own decisions. ..... SA A N D SD

28. It's a struggle to get along with most people. ..... SA A N D SD

29. I am just as good looking to the opposite sex as most people I know. ..... SA A N D SD

30. If enough competent people are around, no one will notice when I don't take the lead. ... SA A N D SD

31. Even when I recognize that a person has faults, I can get along with him anyway. ..... SA A N D SD

32. I am not as bright as most of the other people I know. ..... SA A N D SD

33. I have spent a lot of time thinking about who I am and what I can do. ..... SA A N D SD

34. I have a hard time listening to people with different ideas than mine. ..... SA A N D SD

35. Sometimes I can't help but feel that most other people are below me. ..... SA A N D SD

36. I would be happier if I could relate to others better. ..... SA A N D SD

37. I believe that what happens to me is usually the result of my own actions. ..... SA A N D SD

38. When I meet someone new I just assume that they will like me. ..... SA A N D SD

39. I get impatient when one person slows down the group I'm in. ..... SA A N D SD

40. When someone criticizes me, it makes me feel less worthwhile as a person. ..... SA A N D SD

41. I get a better feeling from teaching someone how to do something I'm good at, than doing it for myself. ..... SA A N D SD

42. I am nervous about having someone evaluate me. ..... SA A N D SD

43. I am able to separate what I know about myself from what other people think of me. .... SA A N D SD

44. I am embarrassed by my limitations in intellectual ability. ..... SA A N D SD

45. I look down on someone who talks about his fears or troubles. ..... SA A N D SD

46. I often wish that I was more physically attractive to the opposite sex. ..... SA A N D SD

47. My feelings about another person seem to depend on how much he accomplishes. ..... SA A N D SD

48. I get a good feeling from helping a less competent person succeed at something I'm good at. ..... SA A N D SD

49. I guess I put on a show to impress people. I know I'm not the person I pretend to be. .... SA A N D SD

50. I sometimes think "I would like that person better if his ideas were more like mine." ..... SA A N D SD

51.	I'm very sensitive. When people say things about me I think they are criticizing me or insulting me.	SA	A	N	D	SD
52.	I often feel upset but don't know why.	SA	A	N	D	SD
53.	I can't see what it is that my friends like about me.	SA	A	N	D	SD
54.	I do stupid things that I know at the time are stupid, but I do them anyway without thinking about it.	SA	A	N	D	SD
55.	Often I'll do something that seems like fun and then look back later and wonder why I thought it was fun.	SA	A	N	D	SD

PART TWO:

Please respond to the remaining statements in the following way:

1 = Draw a circle around "1" if the statement is ALWAYS TRUE FOR YOU.

2 = Draw a circle around "2" if the statement is USUALLY TRUE FOR YOU.

3 = Draw a circle around "3" if the statement is SOMETIMES TRUE FOR YOU.

4 = Draw a circle around "4" if the statement is SELDOM OR RARELY TRUE FOR YOU.

5 = Draw a circle around "5" if the statement is NEVER TRUE FOR YOU.

		Always	Usually	Sometimes	Rarely	Never
1.	If something needs to be done, I'll step in and get the ball rolling.	1	2	3	4	5
2.	When I'm afraid of something, I would rather get around it somehow than to meet it head on..	1	2	3	4	5
3.	When people say nice things about me, I find it's hard to believe they really mean it.	1	2	3	4	5
4.	I would rather assist someone else than to take charge of something myself.	1	2	3	4	5
5.	Even when I've learned a new skill I hesitate to try it out. .	1	2	3	4	5

	Always	Usually	Sometimes	Rarely	Never
6. I'm sure I know why I do the things I do.	1	2	3	4	5
7. When I meet a difficult obstacle I hold back, hoping that someone else will lead me through it.	1	2	3	4	5
8. People look to me to get them through a tough situation.	1	2	3	4	5
9. I would rather help a person through a tough spot than let him struggle through by himself.	1	2	3	4	5
10. I let other people decide what to do.	1	2	3	4	5

Please write in the date on which you completed this questionnaire._____

Student's Name _____

1) GPA 1st semester, 1974-75 _____
2nd semester, 1974-75 _____
1st semester, 1975-76 _____
2nd semester, 1975-76 _____ (Note: if 2nd semester grades will not be out by May 14, please fill in the date when these grades will be available, then fill out the rest of this questionnaire and return in immediately. When grades are available, fill in the student's 2nd semester GPA on the enclosed post card and return it.)

2) List of extra curricular activities participated in during 1975-76:

_____ _____

_____ _____

_____ _____

_____ _____

3) Positions of leadership held during 1975-76:

_____ _____

_____ _____

4) Disciplinary action in which the student was involved during 1975-76:

_____ _____

_____ _____

_____ _____

5) Plans to attend college? ___Yes ___No

6) Estimate of the number of days absent during 1975-76 (count up to May 1, 1976).

7) Please circle the number on the continuum which represents your best rating of the student in the following areas. If you feel completely unqualified to do this, mark N/A in the left hand margin by those areas.

a)	gets along very well with other people	1	2	3	4	5	6	7	is unable to get along with other people
b)	confident of his/her abilities	1	2	3	4	5	6	7	unsure and feels inferior
c)	well adjusted	1	2	3	4	5	6	7	not well adjusted
d)	tolerant and understanding of others	1	2	3	4	5	6	7	intolerant and close-minded

OUTWARD BOUND PROCESS INVENTORY

For each of the following statements, circle the point on the continuum of:

strongly agree	agree	sometimes agree sometimes disagree	disagree	strongly disagree
SA	A	N	D	SD

which best matches your feelings about the statement as it concerns your patrol. Try to be as objective and honest as possible.

You will be asked to fill this form out two times during your outward bound experience - once now and once at the completion of the course. The inventory asks for your initials only for the purpose of matching the two tests. Individual results will be kept confidential and used only by the evaluation staff.

1.	Members are willing to discuss differences openly with each other.	SA	A	N	D	SD
2.	Members help each other in difficult situations.	SA	A	N	D	SD
3.	Members express concern about each other during the day's activities.	SA	A	N	D	SD
4.	Members of the patrol cooperate equally well with each other.	SA	A	N	D	SD
5.	Members of the patrol compete to see who can perform the best.	SA	A	N	D	SD
6.	Members of the patrol do favors for one another.	SA	A	N	D	SD
7.	Members have little or no respect for certain others in the patrol.	SA	A	N	D	SD
8.	Patrol members impose their wishes on the group.	SA	A	N	D	SD
9.	Members of the patrol willingly rely on the abilities of others.	SA	A	N	D	SD
10.	Members express their feelings openly.	SA	A	N	D	SD

11.	Members stay pretty much to themselves during free time.	SA	A	N	D	SD
12.	Members of the patrol don't trust themselves to the safekeeping of others.	SA	A	N	D	SD
13.	Members will not follow when one particular individual is taking the lead.	SA	A	N	D	SD
14.	Members blame one another or the circumstances for their failure.	SA	A	N	D	SD
15.	Certain members tend to pick on other members of the patrol.	SA	A	N	D	SD
16.	During the day's activities, the patrol experiences a split between the fast movers and slow movers.	SA	A	N	D	SD
17.	There is a great deal of trust among the patrol members.	SA	A	N	D	SD
18.	Each member of the patrol has as much influence as any other member.	SA	A	N	D	SD
19.	Most patrol members cooperate rather than compete with one another.	SA	A	N	D	SD
20.	Patrol decisions tend to be made by all the patrol members.	SA	A	N	D	SD
21.	There are tensions among certain patrol members that tend to interfere with the group's activities.	SA	A	N	D	SD
22.	Certain patrol members are favored by the leader more than others.	SA	A	N	D	SD
23.	The patrol shares duties and responsibilities about evenly.	SA	A	N	D	SD
24.	Members of the patrol have formed cliques.	SA	A	N	D	SD

25. Leadership is shared in the patrol. SA A N D SD

26. There is a great deal of confusion. SA A N D SD

INITIALS: ___ ___ ___ TEST: First_____ Second_____